

FROM ASPIRATION TO ANXIETY IN FRIST YEAR MEDICAL STUDENTS IN RUSSIA

Ризани Х.С.¹, Ismail S.M.²

1 - Мордовский государственный университет им. Н.П. Огарёва, Медицинский институт, Saransk, Россия, *E-mail: harshikarizani2429@gmail.com*; 2 - Мордовский государственный университет им. Н.П. Огарёва, Медицинский институт, Saransk, Россия, *E-mail: safwanaftabru@gmail.com*

Relevance: Psychological disorders are becoming increasingly common among young medical professionals around the world. They often develop during university education. Studying the prevalence of anxiety among medical college students will help identify strategies for preventing it.

Aim of the Study: The aim of this study was to assess the dynamics of reactive, personal, and academic anxiety among international first-year medical students during the academic year and to determine whether anxiety patterns differed between male and female students across these phases.

Methods of the Study: Anxiety levels were assessed at three important stages of the academic year: shortly after students arrived (Phase 1), during the first examination period (Phase 2), and during the second examination period before the academic break (Phase 3). To evaluate anxiety, the Academic (Test) Anxiety Questionnaire (TAQ) and the Spielberger–Hanin Anxiety Inventory (measuring both state and trait anxiety) were used. The students that participated in the study were $n=26$; including 17 females and 9 males, with a mean age of 19.0 ± 1 year. Based on standard cutoff values, students were grouped into four categories: low, moderate, high, and very high anxiety. The distribution of these categories was analyzed across each phase and by gender. Statistical analysis of TAQ scores was performed using Jamovi software, with $p < 0.05$ considered statistically significant.

Results and Discussions: The findings indicate that anxiety levels among First-Year students varied across the academic year, reflecting adaptation and examination stress. At the beginning of the academic year, a high level of academic (test) anxiety was observed in 33.3% of students, decreasing in phase2 to 19.6%, and rising again to 30.8% by the summer examination period. A tendency toward higher academic anxiety was observed among females throughout the year, with the greatest difference in Phase1, where 52.6% of females demonstrated high anxiety compared to 22.5% of males. Although high anxiety decreased during the Phase2 (13.1% in males and 36.8% in females), it increased again in Phase3 (29.7% in males and 33.3% in females). Situational anxiety demonstrated a tendency to increase over the course of the academic year. At the beginning, high situational anxiety was exhibited by 19.2% of students, which increased to approximately one-third of respondents in phase2 by 32.5% and in phase3 by 36.6%. Among males, the level of high situational anxiety increased progressively across the phases (17.6%, 33.3% and 41.8%, respectively), whereas among females no pronounced fluctuations were observed (22.2%, 30.0%, and 20%, respectively). These shifts suggest that situational anxiety responded to examination stress. Trait anxiety levels were generally higher. A high level of trait anxiety was recorded in 42.3% of first-year students at the beginning of the academic year, increasing to 51.6% during the winter examination period and to 57.1% by the end of academic year. Among males, high trait anxiety was observed in 35.2% in Phase1, gradually increasing to 53.3% in phase2 and 58.1% in Phase3. Among females, high trait anxiety was already present in more than half of the group in Phase1 (55.5%), rising to 60% in Phase2 and slightly decreasing to 55.0% in phase3.

Conclusion: Most often, female students demonstrated high levels of academic anxiety at the beginning of their studies, with a subsequent decrease during the first year. Among male students, the level of situational anxiety increased towards the end of the academic year, which may be due to both fatigue and more difficult exams at the end of the course. Trait anxiety increased towards the end of the academic year among both male and female students.

Источники и литература

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